

**PENGARUH PENDEKATAN *SCIENTIFIC LEARNING* TERHADAP
PRESTASI BELAJAR PADA MATA PELAJARAN DASAR DESAIN
SISWA KELAS X BUSANA DI SMK DIPONEGORO**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui : (1) Prestasi Belajar siswa kelas X Busana Pada mata pelajaran Dasar Desain sebelum menerapkan pendekatan Saintifik Learning secara maksimal. (2) Prestasi Belajar siswa kelas X Busana Pada mata pelajaran Dasar Desain setelah menerapkan pendekatan Saintifik Learning secara maksimal. (3) Pengaruh pendekatan saintifik learning terhadap prestasi belajar siswa pada mata pelajaran Dasar Desain secara maksimal.

Pendekatan penelitian ini menggunakan pre-eksperimen dengan desain *one group pre-test post-test*. Subjek penelitian ini adalah 27 siswa kelas X Busana di SMK Diponegoro. Teknik pengumpulan data dengan menggunakan Instrumen Tes dan Non tes. Analisis data menggunakan analisis deskriptif. Uji prasyarat menggunakan uji normalitas dan homogenitas. uji hipotesis menggunakan uji t.

Hasil Penelitian menunjukkan bahwa : (1) Prestasi hasil belajar pada mata pelajaran Dasar Desain sebelum diterapkan pendekatan Scientific Learning secara maksimal pada siswa diperoleh data siswa yang belum tuntas sebanyak 21 siswa atau 77% yang belum mencapai kriteria ketuntasan dan sebanyak 6 siswa atau 23% yang sudah mencapai kriteria ketuntasan dengan jumlah keseluruhan siswa sebanyak 27 siswa. (2) Prestasi hasil belajar pada mata pelajaran Dasar Desain sesudah diterapkan pendekatan Scientific Learning secara maksimal pada siswa mengalami peningkatan dari nilai saat pretest, diperoleh data siswa sebanyak 22 siswa atau 81% yang sudah tuntas, dan ada 5 siswa atau 19% yang belum mencapai kriteria ketuntasan atau belum tuntas dengan keseluruhan siswa berjumlah 27 siswa (3) Terdapat pengaruh penerapan Scientific Learning terhadap prestasi hasil belajar siswa, didapatkan bahwa nilai sig (2-tailed) adalah 0,00 dimana nilai tersebut $< 0,05$, maka terdapat perbedaan antara nilai pretest dan post test. kesimpulan bahwa apabila hasil nilai posttest mengalami peningkatan maka pendekatan scientific Learning yang dilakukan secara maksimal berpengaruh terhadap hasil belajar siswa.

Kata Kunci : Pendekatan Scientific Learning, Prestasi hasil Belajar

THE EFFECT OF THE SCIENTIFIC LEARNING APPROACH ON THE LEARNING ACHIEVEMENT IN THE SUBJECT OF FUNDAMENTALS OF DESIGN AMONG GRADE X STUDENTS OF FASHION DESIGN OF SMK DIPONEGORO

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ABSTRACT

This study aimed to find out: (1) the learning achievement of the students of Grade X of Fashion Design in the subject of Fundamentals of Design before applying the Scientific Learning approach to the maximum, (2) the learning achievement of the students of Grade X of Fashion Design in the subject of Fundamentals of Design after applying the Scientific Learning approach to the maximum, and (3) the effect of the Scientific Learning approach on the students' achievement in the subject of Fundamentals of Design to the maximum.

This was a pre-experimental study with the one group pretest posttest design. The research subjects were 27 students of Grade X of Fashion Design of SMK Diponegoro. The data were collected using test and non-test instruments. The data analysis used the descriptive analysis technique. The assumption tests were tests of normality and homogeneity. The hypothesis testing using the t-test.

The results of the study were as follows. (1) Regarding the learning achievement of the subject of Fundamentals of Design before the application of the Scientific Learning approach to the maximum, 21 students (77%) did not attain the mastery criterion and 6 students (23%) attained the mastery criterion out of a total of 27 students. (2) Regarding the learning achievement of the subject of Fundamentals of Design after the application of the Scientific Learning approach to the maximum, there was an improvement in the pretest scores. A total of 22 students (81%) attained the mastery criterion and 5 students (19%) did not attain the mastery criterion out of a total of 27 students. (3) There was an effect of the application of Scientific Learning on the students' learning achievement, indicated by a significance value (2-tailed) = 0.00 < 0.05. Therefore, there was a difference between the pretest and posttest scores. It can be concluded that if the posttest scores increase, the Scientific Learning approach applied to the maximum affects students' learning outcomes.

Keywords: *Scientific Learning Approach, Learning Achievement*